THE JESUIT STYLE OF EDUCATION, QUALITIES OF IGNATIAN EDUCATORS AND ITS INFLUENCE ON FACULTY MEMBERS: AN EXPLORATORY STUDY

A Thesis Submitted to Xavier University Bhubaneswar

For the Award of the Degree of Doctor of Philosophy

By

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SCHOOL OF HUMAN RESOURCE OF MANAGEMENT

XAVIER UNIVERSITY, BHUBANESWAR

THE JESUIT STYLE OF EDUCATION, QUALITIES OF IGNATIAN EDUCATORS AND ITS INFLUENCE ON FACULTY MEMBERS: AN EXPLORATORY STUDY

A dissertation submitted in partial fulfilment of the requirements for

DOCTOR OF PHILOSOPHY (PhD.) IN MANAGEMENT

Submitted by _____

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Date: 23rd January 2021

I hereby forward the dissertation by Kiran Cotha, titled **"The Jesuit Style Of Education, Qualities of Ignatian Educators and Its Influence on Faculty Members: An Exploratory Study"** for evaluation in partial fulfilment of the requirements for the award of the title **'DOCTOR OF PHILOSOPHY (PhD.) IN MANAGEMENT OF THE XAVIER UNIVERSITY, BHUBANESWAR.'** The dissertation was prepared under the Thesis Advisory Committee's supervision, consisting of Prof. Biresh Sahoo, Xavier Institute of Management Bhubaneswar (XIMB), and Prof. George Joseph SJ XLRI, Jamshedpur and me the Thesis Supervisor.

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The foregoing dissertation titled **"The Jesuit style of education, Qualities of Ignatian educators and its influence on faculty members: An exploratory study"** is hereby approved as a creditable study in Management carried out and presented in a manner satisfactory to warrant its acceptance as a prerequisite for the award of the title **'DOCTOR OF PHILOSOPHY (PhD.) IN MANAGEMENT of THE XAVIER UNIVERSITY BHUBANESWAR'**, for which it has been submitted. It is understood that by this approval, the undersigned does not necessarily endorse or approve any statement made, opinion expressed, or conclusion drawn therein but approve the dissertation only for the purpose for which it is submitted.

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DECLARATION

The research that has culminated in this thesis titled "**The Jesuit style of education, Qualities of Ignatian educators and its influence on faculty members: An exploratory study**" has been carried out by me under the supervision of Prof. Andrew Dutta, Xavier University, Bhubaneswar.

I further declare that this work is original and has not been submitted in part to fulfil any other University/Institute for the award of any Degree/Diploma.

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I certify that the above mentioned is true to the best of my knowledge and belief.

Prof. Andrew Dutta

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I dedicate this thesis to my beloved Dad, late James Coth, and my dear mom Veronica Coth, for their endless love, support, and encouragement.

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Abstract

Jesuit higher education institutions have become educational centres worldwide, and teaching is the foremost opportunity for faculty members to develop their teaching and learning for their students. "These hubs provide faculty programming and support, reflecting on and sharing their teaching practice" (Huber & Hutchings, 2005). The Jesuit model of education encompasses a Jesuit or Ignatian pedagogical method that has been widespread since the sixteenth century with a rich past and theological background. Ignatian pedagogy is officially called the "Ignatian Pedagogical Paradigm" (IPP), this pedagogy is an educational process that seeks the development of the whole person in service of others forming "men and women of competence, conscience and compassionate commitment" (Duminuco, 2000b; "International Commission on the Apostolate of Jesuit Education" [ICAJE], 1993). "The Ignatian pedagogy", which forms the very core of Jesuit style of education, combines an Ignatian understanding of a human person and the world with a dynamic five steps of methodology that is "context, experience, reflection, action, and evaluation to accompany the learner in their growth and development" (ICAJE, 1993).

Not much has been done to study the Jesuit Style of Education (JSE), Qualities of Ignatian Educator (QIE) and its influence on administrators and faculty in understanding the patterns of JSE success in organizations (higher educational institutions in Karnataka, in India). The main reason to take up this study was due to the paucity of empirical research to find out how educators understand the Jesuit style of education, qualities of Ignatian educator in their academic life/works and its influence on educators. Although accepting the importance of educators' professional competence, researchers have emphasized educators' personal qualities. In this regard, Palmer (1998) asserted, "Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (p. 10). Hargreaves and Fullan (2012) also supported the aforesaid personal qualities of educators and

suggested, "Teachers need to be directive, influential, caring, and actively engaged in the passion of teaching and learning" (p. 52). In terms of JSE, QIE there is no empirical evidence present in the literature about the probable effects that JSE, QIE may have on the work pattern of individuals in the institution (organization). However, so far, no research provided any insight into how particular differences or similarity in features of JSE may influence the practice pattern of educators. My research would be an attempt to provide an explanation in this direction.

Research Objective: My research aims to determine to what extent a relationship exists between specific Jesuit higher educational institutions where faculty and administrators (educators) who chose to offer and implement teaching, reflecting the Jesuit style of education. Furthermore, it explores how faculty and administrators are able to understand the Jesuit style of education and qualities of Ignatian educators. The pertinent information from administrators and faculty to know how the Jesuit style of education practices influence the educator's academic life in Jesuit higher educational institutions.

Methodology: The main aim of taking a descriptive case study as my dissertation's research approach is to understand the phenomenon under study by making interpretations of the phenomenon. Thus, the research approach is hermeneutic, and the ontological standpoint is idealist and constructivist rather than realist (Hyttinen, 2005). Therefore, the epistemological basis of my dissertation is dialoguing and observation rather than objective measurement. As a result, this study's research methods are qualitative and correspond with my study's ontological and epistemological assumptions. Moreover, employing qualitative methods is an appropriate research strategy when the research subjects are not well known and when the context in which the subjects are embedded is important (Creswell, 1998), Baxter, P., & Jack, S. (2008).

My dissertation represents observation and interview-based qualitative study, in which the primary sources of data are interviews and non-participant observations of Jesuit educators in Jesuit higher educational institutions (Bryman, 2001).

The purpose of this dissertation is to generate additional insight into the existing body of the Jesuit style of education (JSE), the qualities of an Ignatian educator (QIE), and its influence on faculty members, in order to accumulate evidence for the propositions I tried to examine the Jesuit higher educational institutions and its faculty members. Therefore, I adopted a descriptive case study research method (Yin, 1994; Lee, 1989; Eisenhardt, 1989). Yin (2003, 1994) points out that the case study is appropriate when a researcher tries to answer questions of "how." A case study examines a phenomenon in its natural setting, employing multiple methods of data collection to gather information from one or a few entities (people, groups, or organizations) (Benbasat et al. (1987). Yin (1994) defined a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident." Moreover, as the data on JSE and qualities of an Ignatian Educator is generally documented by organizations, obtaining secondary data of that 450 years of rich heritage was next to impossible. Thus, understanding and collecting data on the phenomenon of JSE required primary data collection methods by observing and interviewing actual users in real-world field settings.

Analysis: This research aimed to study the role of the Jesuit style of education, qualities of Ignatian educator success pattern and its influence on the educators. It was designed to understand a specific setting wherein if organizations are comparable and the Jesuit style of education system used in them is functionally similar. Any difference in the Jesuit style of education, QIE explains differences in JSE success pattern and its influence on faculty members. However, there exists no universally accepted typology of features.

According to Deetz, Tracy, and Simpson (2000), strong institutional identity is related to organizational sustainability, which insists that a strong organizational spirit is encouraged among employees to enhance commitment to its mission.

The implication of this finding has far-reaching consequences for JSE theory and practice. In light of this study's finding, it can be argued that the objectives of JSE and the educators who practice it may together influence the actual pattern of its use. The Jesuit style of education is a universal phenomenon, and all the institutions are striving at excellence in imparting education. The Jesuit style of education, which seeks to form men and women for others with right principles and an open mind to serve humanity, was very much practised, well appreciated, and impacted both institutions' faculty members. JSE had a significant influence on the faculty in both the institutions.